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ABSTRACT

Successful change results when two conflicting realities--organizational initiation of change and implementation of change at the individual level--are linked. The Southwest Educational Development Laboratory (SEDL 1995) has proposed a set of six "sacred" administrative strategies that foster the link: (1) Create a context conducive to change; (2) develop, articulate, and communicate a vision for school improvement; (3) plan and provide materials, resources, and needed organizational arrangements; (4) provide training, support, and professional development; (5) assess, monitor, and evaluate progress and needs; and (6) provide continuous assistance, consultation, reinforcement, and problem solving. This paper presents findings of a study that examined the ways in which one elementary school changed to a Year-Round Education (YRE) program. Using interviews, direct observations, and a review of school records, the study found that the principal was able to link the institutional focus during adoption of YRE to the necessary individual focus during the implementation of YRE. The principal used strategies consistent with those recommended by the SEDL and were critical to implementation of the change. However, the six strategies need to be augmented by actions that meet the needs of the particular situation and setting. Finally, continuation of a change is beyond just the power of the principal. The continuation of YRE and the ultimate fate of that program lies in the hands of the school board and central administration. Two tables are included. (Contains 16 references). (LMI)

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AN EXPLANATORY CASE STUDY IN CHANGE:

YEAR-ROUND EDUCATION

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Abstract

Given that most school districts assume leadership will link the institutional focus during the adoption of change with the necessary individual focus during the implementation of change, the purposes of this explanatory case study were to examine the ways in which this occurred in the change to a Year-Round Education (YRE) program at one elementary site. Using structured and semi-structured interviews, direct observations, and review of school documents, records, and communications, we found that (1) the principal was able to link the institutional focus during the adoption of YRE to the necessary individual focus during the implementation of YRE, (2) the principal used strategies that Southwest Educational Development Lab (SEDL) would identify as the "sacred six" strategies in that process, (3) SEDL strategies were useful to this change leader, and (4) given unique contextual realities, without the principal at this study site, the change to YRE would not likely have been accomplished.

AN EXPLANATORY CASE STUDY IN CHANGE:

YEAR-ROUND EDUCATION

In the face of reduced budgets and swelling school enrollments, year-round education (YRE) is becoming an increasingly popular strategy adopted by school districts to accommodate increased student enrollments through the extended use of institutional facilities and to enhance diversity of curriculums and academic programs (Thomas, 1973; Merino, 1983; Doyle & Finn, 1985; Ballinger, 1988; Greenfield, 1994). Yet, research also indicates that the implementation and institutionalization of adopted change is pendent upon individual and personal change; thus, the success of year-round education should be pendent upon the willingness of faculty to embrace new timeframes and instructional strategies within existing institutional structures (Fullan, with Stiegelbauer, 1991).

Successful change results when these two conflicting realities--organizational initiation of change and the need for faculty implementation and institutionalization of change--are linked. The Southwest Educational Development Laboratory (1995), through their Leadership for Change initiative, has proposed a set of six "sacred" administrative strategies they believe provide this link: (1) creating a context conducive to change; (2) developing, articulating, and communicating a vision for school improvement; (3) planning and providing materials, resources and needed organizational arrangements; (4) providing training, support, and professional development; (5) assessing, monitoring and evaluating progress and needs; and (6) providing continuous assistance, consultation, reinforcement, coaching, and problem-solving. But we wondered if leaders of change employ them?

Purpose

The purpose of this case study was: (1) to explore the various ways in which a principal in a current YRE program facilitated the implementation and institutionalization of such a change; (2) to examine the strategies used and the actions taken through the conceptual framework of SEDL's (1992, 1995) "sacred six" strategies for successful change; (3) to assess the usefulness of those strategies in explaining what happened; and 4) to recognize other relationships, if any, that emerged beyond those identified by SEDL (1992; 1995). To do this, data was collected from a YRE elementary school site using structured and semi-structured interviews, direct observation, and reviews of school documents, records, and communications. The data was analyzed independently and through the framework of the "sacred six" strategies recommended by SEDL (1992; 1995) for successful implementation of large-scale change.

Orienting Conceptual Framework

In 1992 Southwest Educational Development Laboratory (SEDL) reviewed Louis and Miles' (1990) case studies of five high school change efforts and Hord and Huling-Austin's (1986) synthesis of facilitation activities in nine elementary school stories of change. They found that the actions of the leaders in these two sets of reports were highly similar and integrated the reports into a concise set of actions recommended for consideration by potential change leaders. Those actions include six sets of strategies designed to bridge institutional and individual realities necessary for large-scale structural change.

First, and on which all of the other strategies are pendent, the change leader must create a context conducive to change (SEDL, 1992). Context is viewed by SEDL (1992) as a broad and inclusive term consisting of the ecology of the school and the culture of the school. The ecology

of the school includes aspects such as available resources, policies and rules, and the size and physical arrangement of the school. These aspects can influence change and school improvement because they affect the attitudes and relationships among the participants (SEDL, 1992). School culture is a term that includes attitudes and beliefs, school norms, and relationships within the school and between the school and the community. It is created and shaped by people in the school and can serve as either an asset or a barrier to successful change (SEDL, 1992). Staessens (1991) found that well-read and well-informed leaders nurture and support a culture that is conducive to change. The weaving together, then, of the school ecology and culture create the context in which any change must occur. By examining the ecological and cultural indicators and working to strengthen those elements that fit the change effort, leaders can create a context that supports change (SEDL, 1992, 1995).

Second, the change leader must develop, articulate, and communicate the vision for change in their schools so that all participants understand the vision (SEDL, 1991). Louis and Miles (1990) reported that successful change leaders also share influence, authority, responsibility, and accountability with the staff so that shared ownership of the vision occurs. Change efforts are greatly encouraged when there is a widely shared vision, or sense of purpose, and when the outcomes are clearly articulated, relevant, and visualized (Miles & Louis, 1990).

Third, the change facilitator must plan and provide materials and resources (SEDL, 1991). This strategy of action includes planning, managing, providing materials, resources, and space. These types of assistance can reduce the frustration of change participants and contribute to more efficient implementation of the change. Additionally, when these supportive organizational arrangements are provided by the principal, or any change facilitator, a strong

signal about his/her commitment to the change is sent to the participants. These activities provide a basic, but strong, link in the successful implementation of change (Hord & Huling-Austin, 1986). Further, Louis and Miles (1990) contend that these activities may need to be adapted according to participants' experiences during the change process; what is working toward the vision should be kept intact, and what is not working toward the vision should be adapted.

The fourth strategy for successful change is providing training, support, and professional development throughout the process with feedback to those affected (SEDL, 1991). Hord and Huling-Austin (1986) refer to training as teaching, reviewing, and clarifying new knowledge and skills that are necessary for implementing the change. They contend that carefully designed in-service training and staff development are most effective when they are ongoing, continuing throughout the change process and after the change as been implemented. They further propose that training which responds to participants' concerns and needs seems to support the implementation of change.

Fifth, the change leader must continually assess, monitor, and evaluate the implementation process (SEDL, 1991). This strategy refers to data collection, analysis, reporting, and transferring data (Hord & Huling-Austin, 1986). The change leader continually seeks input from participants' about their needs and concerns, monitors the progress of the change as it affects each participant, and provides feedback that will assist and support participants' adaptation to the change. Use of this strategy results in strengthening the implementation of change. This strategy should also involve more formal collection, analysis, reporting, and transferring of data and include summative evaluation purposes (SEDL, 1991).

Finally, the change leader must provide continuous assistance, consultation, reinforcement, coaching, and problem-solving techniques to the participants. These actions focus on promoting implementation of the change through coaching, problem solving, and technical assistance to individual participants (SEDL, 1991). Once the change process is underway, the principal must be aware of the changing demands on his/her leadership. Louis and Miles (1990) refer to this strategy as the use of coping skills for resolving emerging problems. They further found that coping with problems leads to better coping skills for the change leader as he/she encourages participants and continues to help them solve problems during the change process (SEDL, 1991). A successful change leader requires a high tolerance for complexity and ambiguity as he/she coordinates the change effort with persistence and a willingness to live with risks (Louis & Miles, 1990).

Parkside Elementary

Parkside Elementary, the subject of this study, was located in Lavergne, a medium-size city located in the southern area of the midwestern states. Although the population of the city is approximately 75,000, the population of adjacent communities increase the metropolitan population to approximately 100,000. Lavergne Independent School District was the largest of three school districts serving the city and consisted of 11 elementary schools, three middle schools, and one high school. The total student enrollment for Lavergne ISD was 8,200, with approximately 52% Black, 42% White, and 6% Hispanic; the district had experienced a lot of "white flight" to the adjacent districts where minority percentages are small. Both business and residential growth were in those districts, which were located on the west, north, and east sides of

Lavergne. Over 50% of the total student enrollment was classified as "disadvantaged" by the school staff.

Parkside Elementary was one of the smallest of the 11 elementary schools in Lavergne ISD. Students attending Parkside's campus represented five different school communities scattered across the south side of the district. The school served approximately 260 students in grades Pre-K through Fifth, with two classes at each level. Although the district allowed open enrollment and provided transportation for any student in the district to attend the YRE program at Parkside Elementary, the majority of the student population lived in the community surrounding the school. It was one of the lower socio-economic areas of the city, with approximately 96% of the students at Parkside qualifying for free or reduced-price lunches. Parkside's student population was comprised of approximately 73% Black, 24% White, and 3 % Hispanic. Most of the students were from single-parent households or lived with other relatives in homes where multiple families reside. The teacher/pupil ratio was about 22/1.

Parkside's facility was an old and exteriorly unimpressive building with its tan brick and paint and a simple sign that tells the name of the school. The grounds were not attractively landscaped, and the grass frequently needed to be mowed. The inside, however, was clean and attractive with brightly-colored walls, painted designs, and neat displays; there was no litter and no graffiti.

Year Round Education at Parkside

Parkside Elementary was in its fifth year as a YRE school. The pilot program was originally approved for a three-year period, but had been extended during the last two years. Parkside had the same number of instructional days (183 days) as all the other campuses in the

district, but their vacation breaks were shorter and more frequent than the other campuses. Instructional periods were scheduled for six weeks at a time to be followed by a two-week intersession. The first week of an intersession was scheduled as vacation for all staff and students. During the second week, specially-designed instructional programs, comparable to intensive summer school programs, were held for targeted students. There was an on-site after-school child-care program at Parkside. Fees for the program varied, depending upon the income of the family, and transportation was provided by the district.

Parkside Respondents

District and site administrators, site faculty and site staff were interviewed and observed during the study. Pseudonyms were used for all locations and participants. Respondent's last names also reflected their position (e.g., "A" equals central office administrator, "P" equals principal, "T" equals teacher, "C" equals counselor and "L" equals librarian).

The Administration. Joyce Anderson, Deputy Superintendent for Curriculum and Instruction in Lavergne ISD, was friendly and seems very receptive to new ideas that might improve the education of Lavergne's students. She was in her late fifties and had worked in public schools in this area for 35 years. Before school integration, she taught at Lavergne's "black school." She taught English for 20 years and was the English Department Head at Lavergne High School before being appointed as the Language Arts Coordinator for Lavergne ISD in 1980. She had been in her current position since 1985.

James Powell, a charming black man in his early fifties, was the principal at Parkside Elementary. Mrs. Anderson described him as being "very creative and intelligent, but not always very focused." He was a native of Lavergne and has worked in public education in Lavergne for

30 years; 15 of those years have been at Parkside Elementary. He was very visible in the school and active in a local church and in the community in which the school is located. Additionally, he was well known through an hour-long weekly religious program on a local radio station.

This was Mr. Powell's fifth year in a year-round education program. The YRE program at Parkside was basically designed by him, with input from teachers, parents, community, and administration. He referred to the program as a "rearrangement of the calendar" rather than YRE.

Mr. Powell's office was loosely organized and rather cluttered with stacks of papers covering his desk and tables; boxes and books were stacked in every corner of the room. There was, however, an atmosphere of warmth and welcome: His door is always open, and the coffee pot is always on. Mr. Powell has strong opinions about YRE and its success at Parkside Elementary, but at the same time appears to have a desire to share decision making with others. He said, "I've had to change my leadership style because when I was making most of the decisions the staff did not have an ownership in the decisions." Teachers' comments about Mr. Powell are a realistic combination of both positive and negative qualities, but they generally conveyed a basic respect for him and for his devotion and commitment to the students and parents of Parkside Elementary.

The Teachers. There was a total staff of 37 at Parkside Elementary. Of the 22 certified staff members, 10 are Black and 12 are White. There are 8 paraprofessionals (6 Black and 2 White), and 7 cafeteria and custodial workers (all Black). The teachers were involved in the decision making, with a form of site-based management in place. There had been a smaller rate of teacher turnover and less use of teachers' sick leave since changing to the YRE program.

Many commented that they experienced less stress/burnout because of the frequent breaks provided by the YRE schedule. They had the opportunity to increase their salaries, at the rate of $16 per hour for 5 hours per day, by working during the intercessions.

The teachers were enthusiastic about the progress of their students as well as upcoming projects and events, giving the appearance of being quite satisfied with their jobs. They were highly involved in all areas of the program and had input in making decisions for the school through a site-based decision-making committee. They gathered to visit before and after faculty meetings and in the lounge during breaks. Conversations consisted not only of school-related topics but also personal matters, leading one to believe that many were friends as well as co-workers.

Betty Taylor was in her late fifties and had lived in Lavergne for about 10 years. She has taught in public schools for 20 years. At the time of the study, she worked in the Title I Program and held the position of Lead Teacher at Parkside Elementary. Mrs. Taylor had worked at Parkside two years when the change was made from a traditional calendar to YRE, and she was very positive about the change. She felt that there was considerably less burnout for teachers in this program, compared to a traditional school year "because they have more frequent breaks to refuel for the next instructional session." She also found that students have "a greater retention of learning with less reveiwing of material required" and that they also "are refueled during the frequent breaks without having enough time to forget what they studied or to get out of the school routine." She said, "there are no losers in their YRE program."

Linda Tyson, in her early forties, was a third-grade teacher at Parkside Elementary. She had been teaching six years, all of which had been spent at Parkside Elementary. She was hired

by Mr. Powell one year before the change was made to YRE. Mrs. Tyson believed there were both positive and negative aspects of Parkside's YRE program, but she was generally positive about the program. She said, "if I had to go back to the traditional calendar year I would probably look for a position in another district that has YRE." She strongly emphasized the decrease in teacher stress and burnout that accompanied YRE; she believed that the frequent breaks "calm both teachers and students."

Donna Trenary, in her late forties, taught fifth grade at Parkside Elementary. She had been teaching for 20 years, 17 of which were at Parkside. When she learned about the adoption by the school board of YRE for Parkside, she requested a transfer within the district for personal reasons (children in a school with a traditional calendar), but it was not granted. She said, however, that YRE "turned out to be pretty good for me because the frequent breaks have helped with burnout." She believes that "the frequent breaks provided by YRE have been very positive for students, also, because they have less time off to forget learned concepts and they are still in the school mode after being away from school only two weeks rather than three months." She was positive, too, about the YRE concept for teachers because the "frequent breaks allow them to be refreshed more frequently." She said, "we're under the stress of teaching for shorter periods of time." It was her opinion that a lack of student discipline was Parkside's "biggest problem" before the implementation of YRE and that it still was. "Just a rearrangement of the school calendar can't make the difference we need."

The Staff. Ruth Carson, in her early forties, was in her third year as the counselor at Parkside Elementary. She resided in, and was a native of, a small town about 25 miles from Lavergne. She had worked in a school with a traditional nine-month calendar for five years

before coming to Parkside. Although she was not on this campus when the change was made to YRE, she was familiar with the concept and has since participated in training workshops for YRE.

Martha Lancaster, in her early sixties, was the librarian at Parkside Elementary. She has been in education for 28 years and is in her seventh year at Parkside. She was employed by Mr. Powell two years before the implementation of YRE, and he told her then that "he was hoping to gain approval for a change to YRE." She had made adjustments in her library program, such as seasonal activities, but changes for her were generally minimal. Mrs. Lancaster was quite positive about the concept, especially for at-risk students and students from low socio-economic families.

Summary. These respondents represented a wide range of experiences and expertise. They ranged in age from 41 to 60 years old and ranged in birth order from first to seventh. The number of siblings ranged from zero to six. Six were married, and one was divorced; all had children, ranging in age from 13 to 38. Each had worked in public schools more than five years; the highest number of years of experience was 35. These individuals reflected the full timeframe of the site's YRE program, from two to five. They also had from one to 30 years experiences in schools with traditional calendars. The highest degrees held by three respondents was a Bachelor of Arts or Science. Four respondents held a Master of Science degree. One was working on a doctorate.

What happened at Parkside

Activities reflecting adoption, implementation, institutionalization and evaluation of the YRE program detail this change at Parkside Elementary.

Adoption. Mr. Powell reported that he "became interested in the YRE concept" when he attended a Harvard Principals' Workshop in Boston in 1984. He began gathering data on year-round schools, and, in the fall of 1985, he presented his research to the superintendent of Lavergne. While the superintendent was not opposed to the YRE concept, he reminded Mr. Powell that they lived and worked in an area in which very little change takes place quickly. He did not want to pursue the idea at that time.

However, planning and discussing YRE programs that would work and would be accepted at his school continued to be a part of Mr. Powell's daily activities for next two years. "I continued my research on the YRE concept and discussed the idea with my staff at Parkside." The more the teachers studied YRE research in light of their students' problems, the more they became convinced that some dramatic change needed to take place at Parkside. Mr. Powell convinced them that they were not, as an entire school, "spending their allotted instructional time in the best way possible, especially for low-achieving students from low socio-economic backgrounds."

In 1987, a new superintendent was hired for Lavergne ISD, and Mr. Powell again presented his research and ideas to the new superintendent. However, he was not receptive to anything as controversial as YRE. Mr. Powell said, "I understood that, for political reasons, the new superintendent would not want to make waves during his first year in the district."

Two years later, in 1989, after continuing with extensive research, planning, and discussions about YRE, Mr. Powell once again approached the superintendent and school board about the advantages a YRE program might hold for Parkside's low-performing students. He said, "the board members had attended a workshop where they had learned more about other

year-round schools in the state and they told me they were now giving serious consideration to adopting my idea for YRE at Parkside Elementary."

Mr. Powell related that he "quickly became the official spokesperson for YRE in Lavergne." He visited Rotary Clubs, Lions Clubs, churches, and community groups to give them an "overview of YRE and how it might benefit the students at Parkside." A task force, composed of parents, community members, and teachers, was set up to study the pros and cons of YRE, and study groups were formed among Parkside's teachers to read and discuss the research and literature on YRE. They acquired bulletins, different types of YRE calendars, scheduling examples, and other materials and information from the National Association of Year-Round Education. Various YRE models were observed by Mr. Powell, the superintendent, teachers, and parents as they made on-site visits to other YRE campuses in the state.

Mr. Powell continued to give presentations about YRE to the school board, and many of Parkside's teachers attended those board meetings to show their support for the concept. He also presented the idea to parents. Mr. Powell revealed, "Parkside is located in a very low socio-economic area of Lavergne, and there had been little parental involvement in the school. So, since parents rarely came to the school, we (he and the teachers at Parkside) went to the parents to talk about YRE and to solicit their support."

Mr. Powell also continued talking to community members about the advantages of a YRE program for Parkside. He was given "credit for doing his homework" during those planning stages by several of his staff members. He received endorsements from the district's largest employer and from various community organizations. There was some opposition from a few parents, but, according to Mr. Powell, "it was minimal."

When the administration and school board began seriously considering the adoption of YRE for Parkside Elementary, Mrs. Anderson revealed, "It was partially because the district wanted to be on the cutting edge and be the first in the area to try YRE." She said, "if the program did all the things they hoped--improve morale, build a sense of community, improve academic performance--it would be something the district might want to replicate at other schools." She suggested, however, that "if Mr. Powell had not been so insistent about the advantages of YRE and if Parkside had not been a school where there was a real need for dramatic change, the district probably would not have considered adoption of the program at any of its campuses at that time."

Mrs. Carson supported that suggestion by Mrs. Anderson when she said, "although I was employed after YRE was adopted, I've been told by most teachers that the idea for changing the school calendar came from Mr. Powell. He was primarily responsible for the planning, teacher training, and adoption of the YRE concept." Additional teachers corroborated the suggestion of the driving force of Mr. Powell for adoption of YRE. Mrs. Tyson reported, "Mr. Powell was the primary supporter for YRE at Parkside.... When he interviewed me for a job, he told me even back then (prior to adoption of YRE) that he was trying to get the district to adopt the concept for Parkside. He finally did push it through." Mrs. Taylor also revealed her belief that "Mr. Powell was primarily responsible for the implementation of YRE at Parkside." She added, "The staff, though, was well informed and highly involved in the change process."

After nearly seven years of research and campaigning by Mr. Powell for a YRE program at Parkside Elementary, Lavergne's Board of Education adopted, in 1991, a tentative year-round plan for Parkside for the 1992-93 school year. Mrs. Anderson stated, "There were two main

reasons for board approval of YRE for Parkside: (1) the strong leadership of the principal, along with his insistence that it would work, and (2) the belief that YRE would improve the academic performance of Parkside's low-achieving students."

Implementation. After the school board approved the implementation of a YRE program at Parkside, Mr. Powell and the teachers spent nearly a year making decisions, setting up calendars and schedules, and making plans for each instructional period as well as the intersessions. Mrs. Anderson reported, "goals were written for the program and included: (1) positively impacting student achievement, (2) maintaining high attendance, (3) gauging teacher burnout, and (4) reducing student mobility of school."

Extensive communication with the community began through newsletters, the local newspaper, television station, and radio stations. Mr. Powell reported, "a key factor in community acceptance of YRE at Parkside was that it was a voluntary program and not one that was forced on teachers, parents, or students; both teachers and students were given the opportunity to transfer to other schools within the district that operated on a traditional nine-month calendar." Students from other schools were also allowed to transfer to the YRE program at Parkside, with district transportation being provided for both types of eligible transfer students.

Another critical issue in the implementation of YRE was child care during the intersessions. The district applied for and received a state grant through the local Campfire Association's Kids Care Program to provide child care after school each day and during the intersessions. According to Mr. Powell, "a planned curriculum that coincides with the school's curriculum is carried through in the child-care program."

News of the implementation of YRE for Parkside Elementary was widely published, and Mr. Powell was inundated with inquiries from surrounding cities and school districts--even some school newspapers. He said, "we compiled a brochure about Parkside's program, and copies were sent to statewide and nationwide inquirers." Mr. Powell also "made several presentations at state year-round education association conferences."

Institutionalization. Mrs. Anderson stated, "although continuation of Parkside's YRE program is largely contingent on annual statewide-testing scores and student attendance, the district does consider attitudes toward the program and teacher stress/burnout in its annual evaluation." She reported, "During the 1995-96 school year, The Effective School Battery, developed at Johns Hopkins University, was administered at Parkside Elementary by Ann Marie Ellis, Ph.D. and Mary Lou Bell, M.A., M.B.A., to assess the school climate at Parkside." The conclusions of that assessment indicated that:

> Parkside is an effective school. In particular, teachers and staff are highly satisfied with their jobs. There are opportunities for professional development and a high level of interaction with students. An effective administration appears to contribute to the high job satisfaction and morale. (Gottfredson, 1991, p. 4).

Additionally, according to Mrs. Anderson, several surveys have been conducted with Parkside's teachers, parents, and students to gain insight about other possible advantages of the YRE program. She reported, "the results of those surveys reveal that a large majority of the participants are generally happy with the program and hope for its continued approval and support by the school board."

YRE was originally adopted by the school board as a three-year pilot program. However, they have re-approved the program each year for the past two years; thus, Parkside is currently in its fifth year as a YRE school. After nearly five years, several businesses that are located in Parkside's community are now so supportive of the school that they regularly send some of their employees to the school on their work time to serve as volunteers in the school. Mrs. Tyson attributes that additional community support to the YRE program "because the students are actively involved in school year around rather than having so much free time in the summer to run the streets and get into trouble or cause trouble in the neighborhood." She further declared, "the change to YRE has been an on-going process since its implementation because each year we find ways to improve the program and calendar and make necessary adjustments."

Evaluation. Parkside's teachers were, generally, quite supportive of the YRE program and evaluated it as a success for their students. Mrs. Taylor expressed, "the administration and school board have been very positive and very supportive of our YRE program." It was Mrs. Carson's belief that "the entire program at Parkside is a cohesive team effort and that the entire staff has considerable input in decision making through the site-based decision-making committee at Parkside." Mrs. Trenary believed that all the teachers were well-prepared once the plan was adopted by the school board. "We were told what to expect and were given materials to read about the research done in YRE schools. We planned and trained for about a year before the program was actually implemented." It was Mrs. Tyson's opinion that they were "still in the process of change even in their fifth year of YRE." She said, "it will take at least two to three more years of adjustments in the program for it to reach its full potential in the school." She

further revealed a belief that the program "can be fairly evaluated only after eight to ten years since its adoption."

While expressing a general satisfaction with the YRE program at Parkside, the teachers revealed some concerns as well. Although there was a site-based management committee at Parkside, Mrs. Trenary believed that "it exists primarily on paper and that management of the school is actually top-down decision making." She alleged that "some of the teachers (those who supported YRE) had input in the decision to implement YRE at Parkside and some of them didn't have very much." Mrs. Tyson said there were two teachers at Parkside who still preferred a traditional nine-month calendar but that "their reasons are personal because their own children attend traditional-calendar schools; it is a family inconvenience and not a negative attitude about the YRE concept itself." Mrs. Trenary said, "I've been disappointed with YRE's effect on the environment of the school." She thinks they've missed opportunities to capitalize on their uniqueness in the district and to build a feeling among the students of being "so special that we can achieve great things." Linda Tyson added, "since it is the only YRE campus in the district, Parkside's teachers frequently miss district events that are scheduled during our intercessions and the district doesn't always keep us informed." Mrs. Lancaster believed "more successful results could be achieved if YRE were implemented district wide rather than on just one campus."

Mr. Powell evaluated the YRE program at Parkside as "very successful for our low socio-economic area." He noted, "Parkside's test scores have steadily continued to improve. Student mobility and attendance at Parkside have also stabilized." He attributed that "largely to the district-provided bus transportation for Parkside's students who move to other neighborhoods in the district; a bus picks them up anywhere in the district and takes them to Parkside." He further

reported that additional changes at the school, unrelated to YRE, have also contributed to the success of the program. He said, "when YRE began at Parkside, the school had two classes each in grades one through five. During the second year of the program, the district added a kindergarten class; during the fourth year, a pre-kindergarten class was added." Both classes have, of course, increased the student enrollment at Parkside and, according to Mr. Powell, "helped to reinforce and strengthen the neighborhood-school concept in the community. It has also helped stabilize our enrollment and reduce the student mobility we had at Parkside."

In her evaluation of the YRE program at Parkside Elementary, Mrs. Anderson stated, that "evaluation of the program must encompass such changes as the addition of classes, which are unrelated to the YRE concept itself." She continued, "however, the annual district evaluation of the YRE program itself includes primarily three components: (1) academic achievement, (2) attitudes of students, staff, and parents, and (3) attendance." She reported, "Parkside's student academic achievement is examined both vertically from one grade level to another and horizontally with the academic achievement of a similar group of students at another campus."

In her final evaluation of the YRE program at Parkside Elementary, Mrs. Anderson revealed, "the program has not paid off as much as we would like, but it is not because of any flaw in the YRE concept." She said, "while the improvement in student performance at Parkside has not been dramatic since the implementation of YRE, it has been steady." It is her opinion that "YRE will eventually pay off academically." She reported that school administration is also "interested in maximizing the intersessions at Parkside--how can we get more bang for the bucks?" Mrs. Anderson believes that Parkside's teachers are especially happy in the YRE

program and reports that there has been little teacher turnover at that school. She is positive about the YRE program at Parkside and supports its continuation.

Summary

Approximately seven years of discussion and research were completed by Parkside's principal before the 1991 district approval of a YRE program for the school. After adoption of the program, another year of extensive planning and research were completed by the principal, teachers, parents, community members, and district administration. Plans and explanations about calendar changes, child care, and other issues and concerns related to YRE were communicated to the community; news about the large-scale change was widely published before the program actually began.

The YRE program at Parkside had not resulted in as much academic improvement as district administration had hoped, but improvement had been steady. The principal and teachers at Parkside were still very enthusiastic about the program and felt that it had not only helped student achievement but had also greatly reduced teacher stress and burnout. A study about the school climate at Parkside concluded that it is an effective school, and locally-conducted surveys revealed that the majority of program participants are happy with YRE and hope for its continued approval by the school board.

Analysis

Using SEDL's "sacred six" administrative strategies as the initial lens through which to view the change at Parkside Elementary resulted in the following:

Create a Context Conducive to Change

Principal Powell invested a wealth of time and energy in creating a context for change at Parkeside Elementary. He was concerned about the low academic achievement of Parkside's students. After several years of study and research, he was convinced that a year-round education program could improve their status as a low-achieving school. Realizing that the implementation of YRE at Parkside would involve a fundamental change in the traditional beliefs held by the administration, staff, students, parents, and the community, he began discussing with each of those groups the advantages of YRE and how such a program might benefit the students. He was well read and well-informed about the concept of YRE and provided much information to each of those groups. As one teacher said, "Mr. Powell should be given credit for doing his homework."

Mr. Powell invested considerable time in making the administration, teachers, parents, and community aware of the need for a change to improve the academic performance of Parkside's students, and he convinced them that YRE was the best method for doing that. He enhanced the possibility of a successful change to YRE by seeking the community's attitude toward that concept and then developing their encouragement, support and resources. Through the community task force, various discussions, presentations, and study groups, Mr. Powell gained vital support for both the school and its change to a YRE program.

Mr. Powell effectively created a context that was conducive to changing to YRE at Parkside Elementary during the adoption phase of the change process. He became well-educated about the change. He continued, over a period of several years, to present his ideas about YRE to the central administration. He also talked and visited with everyone, both in the school system

and in the community, who would be affected by or involved in the change. Thus, he linked the school and the community by laying a knowledgeable foundation for the change.

Further, Mr. Powell created a context that was conducive to change during the implementation phase of YRE. After the school board adopted the program for Parkside Elementary, Mr. Powell and his staff spent a year writing goals, making plans, and setting up schedules for a smooth implementation of the program. During this phase, he also continued to communicate with the community through the local media and through discussions with various groups about the advantages and benefits of YRE. Additionally, he addressed parents' concerns about child care during the intersessions by working with the local Campfire Association to provide that need. He also created a context conducive to change during implementation by allowing any staff member who was not supportive of the change to YRE to transfer to another school in the district.

Mr. Powell continued to create a context that is conducive to change during the institutionalization of YRE at Parkside Elementary. The program was originally adopted as a three-year pilot program; however, through the solicitation by Mr. Powell and the teachers for continued support of their success and progress, the board of education re-approved the program for each of the past two years. The change was an on-going process, and Mr. Powell and his staff have continually made adaptations and found ways to improve their YRE program while it is being institutionalized at Parkside.

Thus, the goal of adopting, implementing, and institutionalizing YRE at Parkside Elementary was developed in partnership with administration, teachers, parents, students, and the community. They were active partners and allies, not adversaries. Mr. Powell developed a

school context that bonded together the participants in the change because he provided focus and a clear purpose for the school. He examined cultural indicators and worked to strengthen those elements of the culture that fit a change to year-round education. Although this study does not provide any conclusions about creating a context for other changes at Parkside Elementary, Mr. Powell did exactly what SEDL recommends in creating a context conducive to this particular change during its adoption, implementation, and institutionalization.

An additional factor related to a context conducive to change that might have impacted the adoption and implementation of YRE at Parkside Elementary was created outside the scope of SEDL's (1992; 1995) "sacred six" strategies. Just prior to the adoption of YRE, the school board and the superintendent attended a workshop in which they learned more about the concept of YRE. Consequently, they were more aware of the concept's potential benefits for at-risk students and low-achieving schools; they were, thus, more receptive to Mr. Powell's desire to implement YRE at Parkside.

Develop, Articulate, and Communicate the Vision

Mr. Powell encouraged a sense of community and collegial relationships among the teachers at Parkside. He fostered the willingness of Parkside's teachers to accept new ideas and focused on the goal of improving the educational experiences and academic achievement of the students. He established study groups among the teachers to read and discuss the research and literature on YRE and, through these study groups, both the principal and the teachers became well aware of the school's current strengths and weaknesses as well as the strengths and weaknesses that YRE might offer their students. Through their studies, the teachers began to

share Mr. Powell's vision that the implementation of YRE at Parkside would improve the achievement level of their students.

Although Mr. Powell maintained his position as leader of the school and the change effort, he also developed a sense of shared decision making by providing a channel for communication among the teachers and himself through the establishment of a site-based decision making committee. This change served to further strengthen the shared values and consensus among Parkside's staff. It was through this committee, as well as the study groups, that the teachers began to share Mr. Powell's vision and became involved in the decision to request adoption of a YRE program at Parkside. They attended many board meetings to support that request and to help Mr. Powell communicate their mutual vision to the board. As Mrs. Anderson said, "If Mr. Powell had not so insistently communicated to the board the advantages of a YRE program for Parkside..., the district probably would not have implemented the program at any of its campuses at that time."

Mr. Powell addressed teachers' concerns about how the change would affect them personally and the practicality of the change. He took the time to ensure that the reasons for the change, the practicality of the program for Parkside's low-achieving students, and the philosophical basis of YRE were well understood by everyone involved. Thus, he enhanced the likelihood of institutionalization. He further stimulated teachers' commitment to the vision of implementing YRE by offering them the option of transferring to another school in the district with a traditional calendar if they did not want to stay and devote themselves to the new program at Parkside. Additionally, as he interviewed new teachers for positions at Parkside, Mr. Powell asked them about their feelings and attitudes toward year-round education and whether they

could be happily committed to such a program. Mr. Powell's articulation of his vision, his attitude toward YRE, and the time he spent informing teachers influenced their attitudes toward the change. Participants began to share the vision, and their positive attitudes toward the YRE concept encouraged a successful change.

Additionally, Mr. Powell modeled his values about the school and his vision of year-round education by showing that, as one teacher said, "this school and year-round education are his main interests in life." He helped shape the attitudes of the administration, teachers, parents, and community with a clear and focused sense of mission and values and developed a vision of what the school should be to improve the academic achievement of its students.

Thus, the data revealed that Mr. Powell did, as recommended by SEDL, develop, articulate, and communicate his vision for a successful change to year-round education at Parkside Elementary. He articulated his vision to the community as he discussed with local organizations and businesses his desire to improve academic achievement at Parkside and his belief that it could be accomplished through YRE. He conveyed his vision to the teachers as he involved them in studying the YRE concept, and, as a result, they began to share the same vision. Further, during the adoption and implementation phases, Mr. Powell began to share decision making about the school's program with the teachers, and he has continued to do so throughout the institutionalization of YRE at Parkside. Additionally, he articulated and communicated the vision with prospective new teachers at Parkside by seeking their opinions about YRE during interviews. Throughout the adoption, implementation, and institutionalization of the program, then, everyone involved in the change process understood the vision because Mr. Powell included them in the shaping of such so that shared ownership of the vision occurred.

Plan and Provide Materials and Resources

Mr. Powell used an evolutionary kind of planning, based not on an extensive blueprint, but guided by the development of the YRE program at Parkside Elementary. He and the teachers adapted plans as a result of their experiences of what was working toward the vision of a successful YRE program and what was not. Evidence of that kind of evolutionary planning could be seen when parents became concerned about day care during the YRE program's intersessions and after school. Mr. Powell took their concerns seriously and collaborated with the local Campfire Association's Kids Care Program to write a grant which would provide child care after school each day and during the intercessions. Together, they planned a curriculum for the day-care that coincides with the school's curriculum.

Further evidence of evolutionary planning by Mr. Powell was seen in his request of the district to provide transportation to Parkside students who move to another school zone in the district. The mobility of the low socio-economic area surrounding Parkside was contributing to an unstable student enrollment in the school, and Mr. Powell saw a need to stabilize that population in order to provide a fair and comprehensive evaluation of student academic performance in the YRE program. The district supported Mr. Powell's request, and a district school bus now transports Parkside's students to the school from any area of the district.

When referring to adjustments that have been necessary in the program, one of the third grade teachers said, "The change to YRE has been an on-going process since its implementation because each year we find ways to improve our program and calendar and make necessary adjustments." She indicated that, even in the fifth year of the program, they were still in the

process of change and needed at least two to three more years of adjustments for the program to reach its full potential in the school.

Mr. Powell clearly followed SEDL's recommendation to provide materials and resources to meet the needs and concerns of those involved in the program throughout adoption, implementation, and institutionalization. During the adoption phase, he provided teachers and local organizations with study materials and literature about the YRE concept. During the implementation phase, Mr. Powell worked with the Campfire Association in establishing a program to address parents' concern about child care after school and during intersessions. Mr. Powell provided the additional resource, through his request for district approval, of bus transportation for Parkside's students from any area of the district. While YRE was becoming institutionalized at Parkside, both Mr. Powell and the teachers at Parkside continued to utilize SEDL's recommended strategy for successful change by not hesitating to make needed adjustments in their YRE program and by providing resources that address concerns of participants.

Training, Support, and Professional Development

Mr. Powell spent several years educating himself about year-round education by researching the literature on YRE, gathering various materials about the concept, and attending YRE workshops and conferences. During the adoption and implementation phases of YRE at Parkside Elementary, he reviewed and clarified the literature and research and made presentations to the administration, teachers, parents, and the community so that they, too, were knowlegeable and well informed about YRE programs; those same participants received further training through the established study groups. Mr. Powell also arranged for committees of

teachers and parents to visit schools with established YRE programs. He further provided training for the teachers about the variety of YRE calendars available, and assisted them in setting up a workable YRE schedule for Parkside. However, the data provided no conclusive evidence that either the staff or the community had been provided with continued training and professional development throughout the five years since the initial implementation of YRE at Parkside.

Assess, Monitor, and Evaluate

As indicated by several teachers, the change to YRE at Parkside Elementary was a learning process, and the district, as well as the staff at Parkside, continually assessed and monitored the program. During the adoption phase of the change, a task force was established to assess the pros and cons of YRE. Through the site-based decision making committee, established during the implementation phase of the change, Mr. Powell and the teachers discussed problems that might be occurring, such as scheduling and calendars, and make necessary adjustments. The school had conducted teacher, parent, and student surveys to discover problems and concerns and to help determine the strengths and weaknesses of the YRE program.

The annual district assessment of the YRE program at Parkside was based, primarily, upon the academic achievement of students, attitudes of participants, and student attendance. During the 1995-96 school year, the district further provided a formal collection of data and assessment of the school climate by administering The Effective School Battery at Parkside. It determined that: (1) Parkside Elementary, with its YRE program, was an effective school, (2) there was a high degree of job satisfaction among teachers and staff, (3) there were opportunities

for professional development, (4) there was a high level of interaction with students, and (5) there was an effective principal who appeared to contribute to the high job satisfaction and morale of the school.

Mrs. Anderson indicated that, from the assessment of statewide-testing scores at Parkside, the YRE program had not "paid off" as much as the district would like, but that improvement in student performance "has been steady" since its implementation. It was her opinion that YRE would continue to "pay off" academically. The district was assessing the intersessions of the YRE program and ways to maximize that time of intense instruction--as Mrs. Anderson said, "how we can get more bang for the bucks."

The actions and assessments by Mr. Powell and the district demonstrated their continual efforts to monitor and evaluate the YRE program at Parkside Elementary. Surveys of teachers, parents, and students were conducted and academic achievement was monitored annually throughout the adoption, implementation, and institutionalization phases of YRE. As recommended by SEDL, Mr. Powell, the teachers, and the administration stayed informed about academic progress, participants' attitudes, the need for adjustments, and the strengths and weaknesses of the program.

Provide Continuous Assistance and Problem-Solving Techniques

Mr. Powell coordinated and orchestrated the change effort, exhibiting enormous persistence over a period of several years before and during adoption and during implementation of the YRE program at Parkside Elementary. As recommended by SEDL, he employed actions that focused on promoting the implementation of YRE at Parkside by providing coaching and problem-solving techniques to the immediate participants as well as the community and district

administration. Although it appeared evident from the data collected that assistance and consultation continued to be provided by Mr. Powell and the district during institutionalization of the program, we could not determine conclusively that the degree of such was as intense as it had been during the adoption and implementation phases of the program.

Summary

In sum, Mr. Powell employed SEDL's recommended strategy of creating a context conducive to a particular change from a traditional school calendar to year-round education. He, as recommended by SEDL, developed, articulated, and communicated his vision for a change to year-round education; everyone understood the vision because they were involved in its shaping and shared ownership of the vision. He also employed SEDL's recommended strategy of making necessary adjustments in the program and by providing resources to address the concerns of the participants. The participants received SEDL's recommended training and professional development in the area of YRE during adoption and implemention of the program, but no conclusive evidence indicated that training and professional development continued during institutionalization of the program. Additionally, the principal, as well as the district, employed another one of SEDL's recommended strategies for change by continually monitoring and assessing the YRE program throughout adoption, implementation, and institutionalization. Although it was evident that the principal and the district continued to provide assistance and consultation to the participants, as recommended by SEDL, there was no conclusive evidence that such was as intense as it had been during the adoption and implementation phases of YRE. Through the use, in varying degrees, of each of the six strategies for change recommended by SEDL during adoption, implementation, and institutionalization, the principal and participants

experienced the implementation of a large-scale change to YRE. Table 1 summarizes these assessments.

Conclusions

On the basis of the findings of this explanatory case study, the following conclusions can be drawn:

In this study, the principal was the key factor in the implementation of YRE. Mr. Powell was able to link the institutional focus during the adoption of YRE to the necessary individual focus during the implementation of YRE, resulting in a successful change process. He "did his homework" by becoming quite knowledgeable about the concept, and he kept his staff, as well as the community, highly informed and involved in each phase of the change process. The data indicate that Mr. Powell's actions endorse Berman and McLaughlin's (1977) contention that projects having the active support of the principal are the most likely to succeed. It can be concluded from the data that Mr. Powell provided supportive action for the change to YRE, and his actions influenced the attitudes and beliefs of the change participants.

The "sacred six" strategies were needed for change to occur. The data revealed that the adoption, implementation, and institutionalization of YRE at Parkside Elementary was successfully accomplished. While Mr. Powell and the district may not have met the ideal standards of SEDL's (1992; 1995) "sacred six" change strategies, the data show that each was used in varying degrees of intensity. We have concluded, then, that each of the six strategies for change proposed by SEDL (1992; 1995) can assist change leaders in the successful adoption, implementation and institutionalization of change. Through use of the "sacred six," leaders can

fulfill the requirements to accomplish adoption of change and experience success in its implementation and institutionalization.

Table 2 summarizes the incidence strategy use from adoption through institutionalization. This illustrates the differential focus on certain strategies during distinct phases of the implementation of YRE at Parkside Elementary. For example, assessment and monitoring occurred most often during institutionalization while training and development activities occur predominately during adoption.

Good change administration may well be just good administration. The findings of this study revealed that Mr. Powell used, to some extent, each of SEDL's (1992;1995) recommended strategies for successful change. However, since Parkside's YRE program was adopted in 1991 and implemented in 1992, Mr. Powell could not have known about the "sacred six" at that time. He simply engaged in good administrative tactics and actions to accomplish his purpose.

The framework of SEDL's (1992; 1995) recommended strategies for change may not provide the complete picture for a successful change process. The data from this study revealed that there may be a "right time" and a "right place" for change to occur. Just prior to the adoption of YRE at Parkside, the school board and the superintendent attended a workshop in which they learned more about the concept of YRE. As a result, they were more knowledgeable about YRE's potential benefits for at-risk students and low-achieving schools such as Parkside Elementary. Thus, the "time was right" for this particular change because the board members and the superintendent were, then, more receptive to Mr. Powell's desire to implement YRE. The setting of this study also provided the "right place" for the change to occur. A large percentage of the citizens in the community in which this change was implemented are black.

The data showed that Mr. Powell, as a well-known black leader in that community, was able to positively influence school patrons' acceptance of a change to YRE at Parkside. It can be concluded, then, that a context that is conducive to change may be created outside the scope of SEDL's (1992; 1995) "sacred six".

Additionally, SEDL's (1992; 1995) "sacred six" strategies do not indicate that one particular person can be as important to change as the data from this study revealed. The findings of this research support the role of the principal as being a crucial factor in successful change, as described by Fullan (1982; with Stiegelbauer, 1991). Mr. Powell succeeded in accomplishing his goal of implementing a year-round education program at Parkside Elementary, and the data clearly showed that this change would not likely have occurred without him. The change to YRE at Parkside Elementary was initiated and accomplished by the one person in the process who was the most knowledgeable and informed about YRE--the principal. Even though his idea was rejected more than once, over a period of several years, by central administration, Mr. Powell did not lose sight of his vision or weaken his belief that YRE would benefit the students of his school. He was patient, but persistent, in the pursuit of his passion: YRE for Parkside Elementary. While Mr. Powell collaborated with his staff, he still was the primary player in orchestrating the entire change process. He coordinated the adoption, implementation, and institutionalization of YRE in his school.

The data showed evidence of another strategy used by Mr. Powell that is not included in SEDL's (1992; 1995) "sacred six." He linked the community to the school by giving them a knowledgeable foundation of the concept of YRE. He spoke to various community organizations about the benefits of YRE and expressed his, evidently respected, opinion about how it could

meet the needs of the students in their local school. The data further revealed that Mr. Powell addressed the concerns of students' parents about the change, which is a strategy that is not included in SEDL's (1992; 1995) recommended actions for successful change. He worked with the local Campfire Association to provide a child-care program for students during YRE's intersessions, as well as after school. He also requested, and obtained, approval by the school board to provide district bus transportation to Parkside's students from any area of the district.

The findings of this study, then, indicate that Mr. Powell used several successful change strategies that are not included in SEDL's (1992; 1995) "sacred six." His use of these additional strategies during the change process show evidence that SEDL's (1992; 1995) recommendations may need to be augmented by actions that meet the needs of the particular situation and setting in which the change is being implemented.

Finally, it can be concluded that continuation of a change is beyond the power of the principal. Time is a factor in any change process, and the data revealed that the staff at Parkside was still, five years since implementation, involved in the process of institutionalizing YRE at their school. They have continued to learn ways of improving and enhancing the existing program to fit their needs and the needs of their students, parents, and community. However, the continuation of YRE, as with all school programs, is dependent upon district decisions. Although Parkside's principal was engaged in strategies and actions that successfully produced the implementation of change, the ultimate fate of that program lies in the hands of the school board and central administration. It can be concluded, then, that Parkside's principal, staff, and all other participants of the YRE program will need to persist in their use of strategies for change

in order to encourage district leaders to continue the program, allowing institutionalization to occur.

Commentary

We believe the principal at Parkside Elementary is atypical of principals and administrators in general, partially due to his unyielding persistence and his strong belief in the benefits the change could offer the students (and teachers) of his school. Additionally, although he was not trained in the use of SEDL's (1992; 1995) "sacred six" strategies for successful change, the strategies and actions he employed as he coordinated the adoption, implementation, and institutionalization were "smart" practices for any school principal. He selected and used the strategies that were the most important for accomplishing his goal in his particular situation and setting.

In addition to learning more about the effective use of change strategies, this study has given us new insights into how YRE can benefit students, especially at-risk students. We have also gained new respect for a concept (YRE) that appears to greatly reduce the stress and burnout of teachers in schools with a traditional calendar.

The change to YRE, however, might not have been as easy in a school where students are from more affluent homes. Parkside Elementary was located in a low socio-economic area, and students there were not as involved in camps and educational activities during the summer as students in more affluent areas. During the same time period that Parkside's principal and staff were discussing YRE, another school in the district, a magnet school for gifted and talented students, was also considering a change to YRE. The change was not adopted at that campus because of strong parental resistance. There was also some evidence in the data collected for this

study which indicated that the principal of the magnet school was not as well educated in the concept of YRE, nor as persistent, as the principal at Parkside Elementary.

Change is often a very scary step in every aspect in people's lives. To stay ahead in a society that is always changing, effective change leaders are desperately needed. These leaders must accept change and be able to direct it (Carrow-Moffet, 1993). Since public education is in a constant state of change, we believe it would be beneficial for every public school educator, not just administrators and designated leaders, to be educated in strategies to implement and institutionalize change effectively.

In sum, are SEDL's (1992; 1995) "sacred six" strategies for successful implementation of change good school administration? After completing this research project, we believe the answer is definitely yes. However, we are not sure those strategies are used by the majority of school administrators. It has been our experience that most change in public schools is initiated by the organization or mandated from the state or federal level. The change described in this study was the brainchild of one man, closely tied to his constituency and supported by his district administration and faculty. He was successful, but we really do not know why. A variety of factors and realities explain his success. We still need to know more about people and the processes of change, the one constant in our world.

Table 1

SEDL "Sacred Six" Strategies used during Adoption, Implementation and Institutionalization

Strategy	Adoption	Implementation	Institutionalization
1. Create a context for change.	1. Discussed YRE with administration, students, parents, staff & community. 2. Provided groups with information. 3. Was well-read; did homework. 4. Task force set up to study YRE. 5. Linked school and community.	1. Wrote goals, made plans, set up schedules. 2. Community communication. 3. Established child-care program. 4. Allowed staff transfers. 5. Provided focus and clear purpose for change.	1. Acquired board approval for 2-year extension of 3-year pilot YRE program. 2. Adapted & improved program. 3. Helped bond participants.
2. Develop, articulate and communicate the vision	1. Encouraged sense of staff community. 2. Fostered new ideas. 3. Focused on improving student achievement. 4. Established YRE study groups. 5. Shared decision making.	1. Modeled values and vision for school. 2. Discussed benefits for students. 3. Transferred staff who did not support YRE. 4. Maintained focused mission. 5. Encouraged positive attitudes toward YRE	1. YRE philosophy known by all. 2. New teachers supported YRE. 3. All shared in shaping vision.

3. Plan and provide materials and resources	1. Provided study materials and literature about YRE.	1. Planning guided by development of YRE program. 2. Adapted plans to what worked and what did not. 3. Established child-care program. 4. Provided district bus transportation for all students. 5. Stabilized student population.	1. Made adjustments and improvements in program each year. 2. Still in process of change. 3. Provided resources to address concerns.
4. Training, support and professional development	1. Researched YRE literature. 2. Gathered materials about YRE. 3. Attended YRE workshops. 4. Made sure all understood YRE. 5. Provided training through study groups. 6. Arranged on-site visits to YRE schools	1. Provided training about YRE calendars. 2. Helped set up a doable YRE schedule	

5. Assess, monitor and evaluate	1. Established task force to assess YRE.	1. Made adjustments in schedules. 2. Site-based decision making committee.	1. Continuous assessment. 2. Discussed problems. 3. Conducted participant surveys. 4. Determined program strengths/ weaknesses. 5. Administered Effective School Battery. 6. Assessed YRE intersessions. 7. Annual student achievement monitoring.
6. Provide continuous assistance, coaching, consultation, reinforcement, and problem solving techniques	1. Persistence over several years. 2. Promoted change to YRE.`	1. Coordinated change process. 2. Provided problem-solving for participants.	1. Continued but less intense assistance.

Table 2

SEDL "Sacred Six" Strategies Incidence Summary

	Adoption	Implementation	Institutionalization
1. Create a context for change	5	5	2
2. Develop the vision	5	5	3
3. Plan and provide materials	1	5	3
4. Training and development	6	2	-
5. Assess, monitor and evaluate	1	2	7
6. Provide continuous assistance	2	2	1

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